

NEVADA Connections

Bringing Resources to Nevada's Adult Education Community

Volume 12 Number 3

October 2006

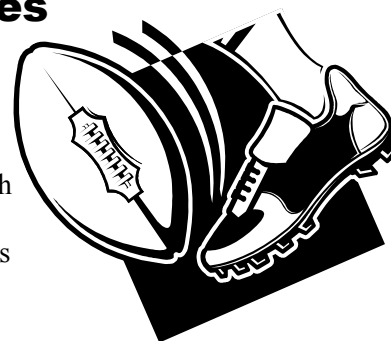
Workshop season kicks off with fun and games

Throughout this academic year, ABE leadership funds will again provide in-depth training on a variety of timely subjects in support of the goals of the Nevada State Plan for Adult Basic Education.

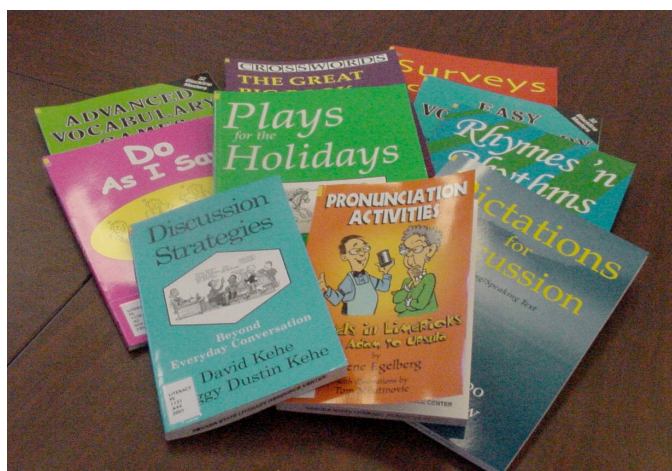
These full-day workshops are geared to the specific needs of programs funded through the Adult Education and Family Literacy Act. Each of the eight funded programs chooses two workshops for on-site presentation and acts as host for the events. These free trainings are open to ALL adult educators in Nevada — no matter where they work — on a space-available basis. Contact the appropriate host to reserve your spot for these upcoming workshops.

David Bate, faculty development coordinator at Salt Lake Community College, will present “Active Learning: Fun and Games in the Classroom” on Saturday, October 21st at Truckee Meadows Community College in Reno. This popular workshop will provide new and experienced teachers of adult ESL, ABS, and GED students new ways to involve students in learning. Participants will explore active learning strategies that engage the brain, foster interaction, and increase retention of information. Significant time will be devoted to student-centered learning games — what, when, where, and how to use them in the classroom. Other topics include small group work, graphic organizers, attention-getters, and the use of humor and movement. Contact Brad Deeds, 775/829-9052, BDeeds@tmcc.edu

Coming to Las Vegas in the fall: Study circles on second language acquisition. For information, contact Jay Yeo at the C.A.L.L program 702/507-3430, yeoj@lvccld.org



SLRC offers new, entertaining ESL resources



The State Literacy Resource Center has new ESL materials that are sure to bring fun and laughter into your classroom. JoAnne Goena, ESL instructor at WNCC, recently used L. Schinke-Llano's book, *Advanced Vocabulary Games* and found the activities provided effective warm up sessions at the beginning of class.

“The ‘forms and figures’ piece had the students madly drawing and naming geometric shapes to match the one- and three-dimensional figures on the board,” she said. “Other topics in game format — such as prepositions, abbreviations, punctuation, verb tenses, scramble-words, and sentences — got arriving students quickly focused and engaged in learning. A tic-tac-toe game using verb tenses resulted in an exercise that developed teamwork.”

The SLRC stocks several other game books, plus a board game with topics like grammar, idioms, proverbs, and prepositions. Also available are activity books about conversation/discussion strategies, listening/speaking, phonics, modals (conditionals), phrasal verbs, and rhymes and rhythms.

All materials are available for checkout at the SLRC. Visit <http://dmla.clan.lib.nv.us/docs/nsla/lpd/literacy/slrhc.htm> to access the catalog. To check out materials, call the Nevada Literacy Coalition at 775/684-3340 or 800-445-4673 (from 7 a.m. – 4 p.m.). You may also email Kathy Biagi at kabiagi@clan.lib.nv.us or JoAnne Goena at jgoena@clan.lib.nv.us

MPAEA Board tests Idaho's waters

The Mountain Plains Adult Education Association's Board of Directors recently held its summer board meeting in Coeur d'Alene, Idaho, site of the April 2007 spring conference. Board members took full advantage of this opportunity to check out the facilities to ensure the conference will be comfortable, productive, and enjoyable for all.

Set right on the lake and flanked by pine-covered mountains, the Coeur d'Alene Resort (www.cdaresort.com) exceeded the Board's expectations! The upscale facility is known throughout the world for its spectacular scenery, luxurious accommodations, and pampering service. The Conference Committee has negotiated special conference pricing. Attendees will be able to enjoy five-star amenities at a special adult education rate!

Coeur d'Alene is a 45-minute shuttle ride from the Spokane International airport. Mark your calendars for April 25-28 and plan to attend! Details will be posted at www.mpaea.org

Listservs especially for Nevadans

The following listservs were created to facilitate communication among Nevadans. To subscribe to any of these lists, send an email to saylv@cox.net specifying the name of the listserv and your connection to adult basic education.

NVADULTED For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in adult basic education (i.e., reading, writing, and math) for adult native speakers of English who are functioning at a level below high school completion. Although ESL instructors are not excluded, this is primarily for providers of basic education to native English speakers.

NVGED For instructors, tutors, program directors and others who work with English-speaking adults functioning at the high school level and working toward procurement of an Adult High School Diploma or GED Certificate. GED Examiners will find this forum useful as well.

NVESOL For instructors, tutors, program directors, coordinators, and others who provide one-on-one, small group, or class instruction in ESL or EL/Civics to adults. Although ABE and GED instructors are not excluded, this list is primarily for those who teach English to Speakers of Other Languages.

Upcoming conferences

Additional events at www.literacynet.org/nevada (click on calendar)

What: Southern Nevada Chapter, CATESOL Conference, October 13-14, Las Vegas

Contact: <http://www.snvatesol.org/> or local Board Member Terri Kaulentis, terri_kaulentis@ccsn.edu, 702/651-4892,

Preview: Various workshops for teachers in K-12, adult secondary, and adult classrooms. Several multicultural performances by local groups. Karen Kaplan-Cadiero, CATESOL president will host a table featuring her book, *The Literacy Curriculum and Bilingual Education: A Critical Examination* Friday evening before the plenary address by Hector Ramirez, national bilingual consultant for Harcourt School Publishers.

What: California Literacy Conference (in partnership with COABE), October 19-21, Pasadena, CA

Contact: www.caliteracy.org/education/conference/; conference@caliteracy.org, 626/405-9272

What: AAACE Annual Conference, November 7-10, Milwaukee, WI

Contact: www.aaace.org

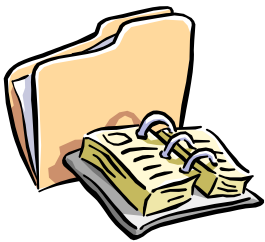
What: National Reading Conference, November 29 – December 2, Los Angeles, CA

Contact: <http://www.nrconline.org/>

What: Meeting of the Minds II: National Adult Education Practitioner-Researcher Symposium
November 30 – December 2, Sacramento, CA

Contact: www.researchtopractice.org/; mcorley@air.org or eoka@air.org

Preview: Presentation of current research from top national researchers. Discussions of implications for practice, policy, and research. Designed for practitioners, policy makers, and researchers.



Content Standards: a short glossary

Claudia Bianca-DeBay, NV CASAS Manager/Trainer & Resource Specialist, cdebay@tmcc.edu, 775-824-8604*

There are three types of information in standards documents:

1. What should students learn?
 - Content Standards
 - Indicators/Benchmarks
2. How will we know they have learned?
 - Performance Standards
3. How should we teach?
 - Program Standards
 - Curriculum

The purpose of aligning content standards with indicators, performance standards, and curriculum is to connect goals, teaching, learning, and performance. This correlation is central to fairness in accountability – without it, results-based systems rarely succeed.

Content Standards define what is important for students to know and be able to do. They reflect a shared vision of what should be taught and learned in a content area. They also guide alignment of curricula, instruction, assessment, accountability, and professional development. They should *not* dictate pedagogy or teaching styles nor prescribe class lessons or assignments.

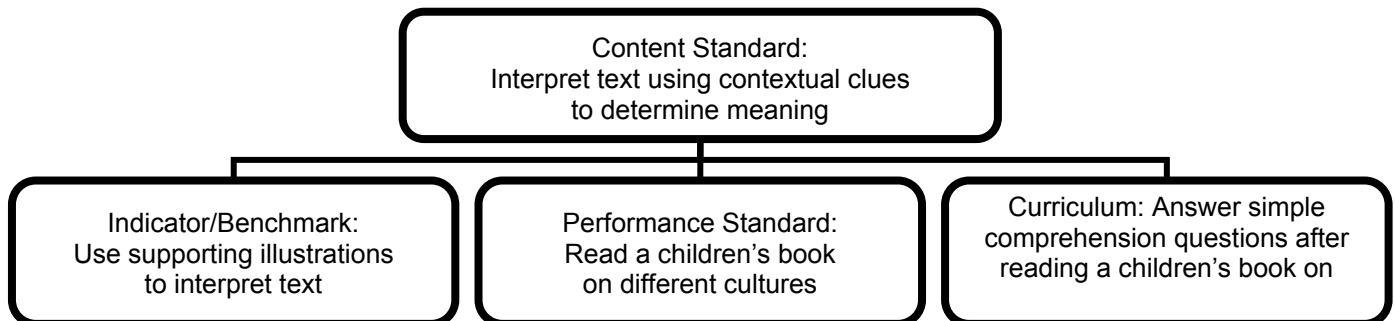
Indicators or benchmarks describe the set of skills learners need to develop and achieve to meet the more broadly stated content standards found in many standards documents. They provide concrete, observable reference points for each stage of learning.

Performance Standards describe how well or to what extent learners meet the content standards and answer the questions “What do students know?” and “What can they do?” In other words, how much knowledge and ability are enough?

Program Standards describe the design, operation, and management of programs and services. They express optimal conditions for learning.

Curriculum explains what needs to go on in the classroom – the questions, topics, themes, and units to cover. It identifies all the tools (resources and materials) for implementing sequences, and explains the activities/tasks students will undertake in order to master concepts and skills (lesson plans). Unlike content standards, curriculum may vary from region to region and program to program. Curriculum ultimately guides the alignment of learning objectives with content standards.

Here is an example taken from an ABE beginning literacy level illustrating the connectivity of the above components:



A supportive Program Standard might be to encourage teachers to utilize field trips such as libraries.

Find it fast!

Nevada’s literacy Web site (www.literacynet.org/nevada) boasts a search function that combs the entire Web site for specified terms. The search engine is modeled on Google’s and looks at PDF files as well as Web pages — a rare feature that makes searching for specific items or phrases more functional. The search window is at the top left of the page. There is a link to “search instructions” as well — helpful for novices or for advanced searching tips.



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This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of gender, race, national origin, color, disability, age, or sexual orientation.

NCES releases health literacy report

On September 6, 2006, the National Center for Education Statistics' Institute for Education Sciences in the Department of Education released the special report *The Health Literacy of America's Adults*, based on assessment tasks contained in the 2003 National Assessment of Adult Literacy (NAAL).

Fifty-three percent of adults evidenced intermediate health literacy. About 22 percent had Basic and 14 percent had Below Basic health literacy. Relationships between health literacy and background variables (such as educational attainment, age, race/ethnicity, where adults get information about health issues, and health insurance coverage) were also examined and reported. Visit <http://www.nces.ed.gov/> to access the complete report.

Health literacy resources available



Family Health and Literacy, a 100-page guide to health materials and websites, includes concrete examples of how to integrate health and literacy education, how to get started and engage adult learners, and how to build connections between literacy programs and local health services. It is available online at www.worlded.org/us/health/docs/family/

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Back issues archived at: <http://www.literacynet.org/nvadulted/newsletters.html>

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